

APPLICANT DEMOGRAPHIC INFORMATION

Grant Writer Information

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Lead (Fiscal) Agency Information

USD #: 259

USD Name: Wichita Public Schools

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Lead Agency Grant Contact (if different than Grant Writer above): Same

Lead Agency Grant Contact E-mail Address: Same

District Student FTE (Sept. 20th Count): 50,042

Lead LEA is an eligible LEA according to Appendix G, p. 36 of the RFP ☒ **YES** ☐ **No**
(if no, please contact Melinda Stanley at 785.296.1204)

School Participation & Information

Please designate the type of application being submitted:

☒ Elementary School Application

☐ Middle School Application

School 1

Building Name: Enterprise Elementary School

Mailing Address: 3605 S. Gold, Wichita, KS 67217

Phone Number: (316) 973-6805

Principal Name: Ms. Pamela Stead

Principal E-mail Address: pstead@usd259.net

Grant Facilitator Name: Ms. Jenny Gridley

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Classroom Teacher 1 Name: Diane Campbell

Classroom Teacher 1 E-mail Address: dcampbell@usd259.net

Classroom Teacher 1 Grade Level: 3rd

Classroom Teacher 2 Name: Denise Hanson

Classroom Teacher 2 E-mail Address: dhanson@usd259.net

Classroom Teacher 2 Grade Level: 3rd

Classroom Teacher 3 Name: Shari Cook
Classroom Teacher 3 E-mail Address: scook@usd259.net
Classroom Teacher 3 Grade Level: 4th
Classroom Teacher 4 Name: Marlene Lyall
Classroom Teacher 4 E-mail Address: mlyall@usd259.net
Classroom Teacher 4 Grade Level: 4th

Has School 1 participated in TRC Grant in prior years? ☐ YES ☒ NO

School 2 (if partnership/consortium application)

Not applicable

Grant Focus Area

Please indicate the primary focus area: ☐ Math ☒ Reading ☐ Science

District Technology Plan

Districts receiving EETT funds must have an approved District Technology Plan on file with the Kansas State Department of Education. If you're not sure, you may check online at: <http://www.ksde.org/Default.aspx?tabid=2784> or, check with your District Technology Coordinator or Superintendent. If you're still not sure, e-mail take@ksde.org for verification.

- ☐ Yes, the district(s) involved have a current technology plan on file with Kansas State Department of Education.

Children's Internet Protection Act Certification

An LEA seeking EdTech Funds must certify that one of the following conditions exists –

- ☒ The District/School receives E-rate discounts for Internet Access and/or Internal Connections and submits CIPA Certifications to the FCC as part of the E-rate Application process.
- ☐ Every "applicable school" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA. (An "applicable school" is an elementary or secondary school that does not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.)
- ss☐ Not all "applicable schools" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2442(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
- ☐ The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

Abstract

Enterprise Elementary School, a Title I school on improvement in the Wichita public school district will implement the Technology Rich Classroom project to address critical needs. The program is expressly designed to implement research based instructional methods and proven best practices in a technology rich learning environment to meet the educational needs of high need learners who are at risk of academic failure. Two 3rd and two 4th grade class rooms will be equipped with the technology necessary to establish a 21st century learning environment in which students will not only master core curricula content, but will also develop learning skills that are essential to success in 21st century workplace including critical thinking, application of knowledge to new situations, analyzing information, comprehending new ideas, collaborating, communicating and making decisions.

As effective integration of technology into classroom instruction and the implementation of student centered, project based learning (PBL) are essential to achieving project goals, professional development for teachers is crucial. To assure quality professional development, a fully trained and very experienced TRC facilitator will support TRC training with 10 days of training during the school year and weekly coaching sessions throughout the project. Further, utilizing information and communication technology (ICT), the project facilitator will oversee the development of a professional learning community that will incorporate teachers in other TRC schools and will provide a forum for teachers' continued skill development. Teachers will contribute to this community to help sustain a network of highly skilled educators all focused on a common goal, to prepare students with skills to be productive members of a global community.

Enterprise serves a population of high need, low SES students as evidenced by a free and reduced lunch rate of 83.7%. Students have limited access to technology at home and the school currently has very limited technology available for classroom use. This situation places students at a severe disadvantage in a highly competitive, technology oriented world. Student scores lag behind district and state averages across subjects but are particularly low in reading where 36.7% of 3rd graders, 39.4% of 4th graders, and 29.8% of 5th graders did not meet standards on the 2008-2009 Kansas state reading assessment. In each grade, over twice as many Enterprise students scored below proficiency than the state average.

To address students' needs, the TRC project will be implemented to achieve six goals: 1) Establish TRC classrooms as 21st century learning environments, 2) Improve TRC teachers' technology skills and use of those skills in classroom instruction, 3) disseminate professional development, program activity, and progress widely to promote the efficacy of TRC concepts, 4) Monitor implementation to assure success of project, 5) increase students' reading skills, and 6) increase students' competency with technology.

Success of the program will be assured by consistent monitoring by the project's Implementation Team. Results of regularly scheduled classroom observations conducted by an independent outside evaluator will be consistently reviewed to assess progress and to make any adjustments that are found necessary. Results will be compared to a control class and compiled by ALTEC as part of the state-wide evaluation of the TRC program.

INSTRUCTIONAL NEED

District Profile

Wichita Public Schools (WPS) is a Title I district on corrective action that continues to struggle to meet the comprehensive needs of an increasingly diverse student population. While the district has visionary, extremely qualified professionals in leadership positions and a dedicated instructional staff, there is a considerable lag between the possessing of knowledge and commitment to implement effective programs, and its ability to actually implement and sustain programs that will meet the WPS mission to “provide a safe learning environment, where all students acquire the skills and knowledge necessary for success in a global community, and cultural differences are honored.”

The district has made continuous strides in improving measures of student achievement and boasts significant achievements including district-wide increases in reading proficiency (19%) and math proficiency (24%) since 2000. However, the task of moving a district of over 50,000 students into the 21st century is daunting and student needs continue to outpace district accomplishments. Exacerbating the already overwhelming task, the current budget crisis has created a \$24 million shortfall in 2008 -2009 and additional significant cuts are expected for the coming school year. Very real fiscal constraints have resulted in a freeze on many things including the purchase of equipment and on travel for training. They also make it impossible for WPS to maintain some important existing programs, let alone begin new initiatives necessary to continue the recent strides in improving measures of student achievement. High on the list of initiatives in jeopardy is the increase in the presence of technology in classrooms, and professional development that can more adequately prepare teachers to employ constructivist pedagogy to engage students in learning, make learning exciting and relevant, impart 21st century skills to students, and to adequately prepare students for success in the 21st century.

School Profile

Enterprise Elementary school is one of 56 elementary schools in the Wichita Public School system. As a Title I school on improvement for the past 2 years, Enterprise struggles to serve the many needs of its high risk, high poverty, and increasingly diverse population. Current demographics show a population with very high percentages of economically disadvantaged students and English Language Learners – all of which bring specific needs for differentiated instruction to assure their mastery of necessary skills. Table 1 demonstrates the high level of those percentages when compared with the percentages for both WPS and for the state of Kansas.

Table 1 – Demographic makeup of Enterprise Elementary School 2008-2009 School Year

	African American	Hispanic	White	Other	Economically Disadvantaged	English Language Learners	Students with Disabilities
Enterprise	10.1	31.3	37.0	21.7	83.7	35.6	11.8
District	19.8	23.8	38.3	17.9	69.3	16.0	13.0
State	7.9	13.1	70.4	8.8	42.8	8.4	13.5
07 – 08	12.1	28.6	45.1	14.3	82.4	31.1	14.7
06 – 07	13.8	26.3	50.3	9.9	86.2	28.3	15.6

Source: District Enrollment Records

The school is still working to adapt to the recent influx of minority students. Five years ago our school acquired the ELL program for the South Feeder Pattern in our school system whereby any student in the area with ELL needs is assigned to Enterprise. As a result, the Hispanic population has grown from 8.3% with 0% ELL students in 2003 to over 30% with 35.6% ELL today. This new population has required teachers to develop new teaching strategies and techniques to better serve our students and their families. One response has been to have all teaching staff earn their ELL endorsements. Enterprise Elementary is currently in the first year of the endorsement process and has already seen benefits from the increase in teachers' ability to work with minority students. However, the teachers and staff know this one measure is only part of the larger solution and have determined that instructing in technology rich classrooms using constructivist methods lends greatly toward the goal to reach out to ALL students and their families to increase student achievement.

Critical Need and Academic Need in Reading

Enterprise is a Title I school on improvement for Reading. The 2008 Kansas State Reading Assessment data showed the following:

All students	ELL students	Hispanic students	White students
59.6%	25.6%	38.1%	71.6%

Of specific concern – both to the benefit of individual students and to the school at large – is the achievement gap in reading that is negatively impacting the ability of the school to meet Adequate Yearly Progress (AYP) goals and to get off of improvement. A further analysis of the reading assessment data shows the following:

- Grade 3 – 70.6% of our English Language Learning (ELL) students were below proficiency levels
- Grade 4 – 55.6% of our ELL students were below proficiency levels
- Grade 5 – 62.6% of our ELL students were below proficiency levels

Due to the increased attention paid to rectifying this disparity, the 2009 State Reading data showed an increase in the proficiency levels of ELL students – but still showed only 55.6% at proficient and above, which is still well below the goal of 79.9%.

When looking at the Reading State Assessment data during the 2007-2008 school year for the total student population by grade level specific areas of deficiency were noted in subgroups. The achievement gap was significant and unacceptable. In some cases, almost twice as many ELL students scored below proficient than the class as a whole. Table 2 shows the comparison between these two populations on two indicators for the 2007-2008 school year... the year Enterprise went on improvement.

Table 2: Comparison of percent of students scoring below proficiency for whole class and ELL students – 2007 - 2008

	Comprehension (All Students)	Comprehension (ELL Students)	Difference between All students and ELL (percentage points)	Vocabulary (All Students)	Vocabulary (ELL Students)	Difference between All students and ELL (percentage points)
3 rd Grade	51.7%	86.7%	35.0%	43.3%	73.3%	30.0%
4 th Grade	42.2%	71.5%	29.3%	46.8%	78.6%	31.8%

Source: KSDE Report Card data

In the 2008 – 2009 school year, the entire school emphasized vocabulary instruction as a first step toward improving our students' achievement. The data indicates that this emphasis yielded some positive results. The Reading State Assessment data for the 2008-2009 school year for the total population by grade level shows that 27.1% of third graders and 25% of fourth graders scored below proficiency levels in Vocabulary. This is a dramatic increase in scores but only in the target area of Vocabulary. Our scores have continued to be extremely low in Comprehension where 50.8% of third grade students and 30% of fourth grade students scored below proficiency levels. The scores for our ELL students show an even greater deficiency. Over 81% of our ELL students scored below proficiency levels in third grade and in fourth grade almost 31% fell in this range

The achievement gaps are dramatically evident when scores of all subgroups are compared. Table 3 shows this disparity. It also demonstrates that the teachers at Enterprise are committed to facilitating success in their students and that, even with limited resources and training; they can create an improvement in student achievement. However, without additional resources such as the development of technology rich classrooms facilitated by teachers who can engage students in relevant learning activities, it is not possible to attain the rising goal for student assessment scores and for our school to get off of improvement.

Table 3: Comparison of percent of students scoring proficient and above on reading assessment among subgroups

	Goal Percentage	All Students	White Students	Economically Disadvantaged Students	ELL Students	Hispanic Students	African American Students
2005 - 06	63.4	72.0	83.3	67.1	-	-	60.4
2006 – 07	69.5	60.2	72.7	58.8	-	-	49.1
2007 – 08	75.6	59.6	71.6	56.6	25.6	38.1	-
2008 – 09	79.7	74.8	85.4	70.5	55.6	53.7	-

Source: KSDE School Report Card

When looking at specific comprehension indicators for our third-grade students, they scored more than 10% below the district average in selecting the best retelling of a passage and more than 6% below district average in identifying cause and effect. Our fourth-grade students scored more than 7% below district average in identifying character traits and distinguishing between fact and opinion.

The need for increased emphasis in reading is also shown when analyzing other data sources. All second grade students are given the DIBELS diagnostic assessment. Results of this assessment show that almost 50% of our students are in the At Risk category in Oral Reading Fluency at the end of the year for the past three years. Therefore, students are entering third grade far below a third grade reading level. These students find it necessary to spend so much time decoding grade level text that they aren't able to concentrate on comprehension which is affecting our state assessment scores. According to "Put Reading First: The Research Building Blocks for Teaching Children to Read" (Center for the Improvement of Early Reading Achievement and the National Institute for Literacy) there is a strong connection between fluency and comprehension. "More fluent readers focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge. Therefore, they are able to focus on comprehension. Less fluent readers must focus their attention primarily on decoding individual words. Therefore, they have little attention left for comprehending text." (pg. 22) Based on the this research the teacher believe that this could be one of the missing links in comprehension for the 3rd grade students at Enterprise Elementary as shown by the high levels of students scoring below proficiency levels on the last two state assessments.

Other data analyzed comes from the Northwest Education Association Measures of Academic Progress (NWEA MAP) assessment that is givento all students three times a year. The data from the beginning of this year confirms our need for an increased focus on reading achievement. The assessment was given this year during the first week in September and scores were compared against targets set for our school by the district Quality Improvement Services department. Our third grade students needed to have a Reading RIT score of 197 to be on target for this year. Over 77% of our students did not meet the targets for the Fall NWEA MAP assessment. For fourth grade, students needed to have a Reading RIT score of 203 and over 55% of those students did not meet that target. Our teachers have been working steadily in Professional Learning Communities, grade level teams, and with our Instructional Coaches to construct plans and work on strategies and techniques to help move the students in the direction of being independent readers and learners. Efforts have shown some impact but all instructors agree that more needs to be done including integrating technology and implementing more project based learning activities. Research has shown the positive impact of utilization of technology in improving reading in ELL students and TRC teachers are eager to provide this approach for the benefit of our students.

Technology Literacy Skills for Students

The skill levels of technology literacy for our students are mixed with most having just basic skills. Due to the large percentage of economically disadvantages students, relatively few have access to computers and the Internet at home. Consequently, it has been our goal to provide as much access to technology as our budget can allow in order to provide some experience with 21st

century skills for our students. With budget cuts the past year this has been a challenge for us – and will be for the foreseeable future.

A student survey of 3rd and 4th grade students was administered to determine their levels of knowledge, comfort and ability. Results showed that students are comfortable with technology and see themselves as having basic skills. 88% of 3rd graders and 93% of 4th know parts of a computer, 88% of 3rd graders and 89% of 4th graders can turn a computer on, and 79% of 3rd graders and 91% of 4th can do a basic search. However, they report much less knowledge of use of Word programs (74% of 3rd and 69% of 4th), ability to download files and pictures (29% of 3rd and 29% of 4th), and ability to use PowerPoint (21% of 3rd and 50% of 4th).

Limited exposure to and practice with technology is a major factor contributing to this lack of knowledge and skills. Currently, Enterprise has a desktop computer lab in the library for 20 classrooms to use throughout the day and teachers have to fit their schedule into the open spaces on the computer lab schedule. Because of this limited access, there is little time for students to practice literacy skills. While teachers may have at least two desktop computers in their rooms for students to use, the majority of them are over five years old and it is now at the point that when the desktops stop working the Technology Department will not fix them which further decreases the accessibility of technology and the ability to be capture the teachable moment. Consequently, students are often frustrated in their attempts to use computers and to develop their skills.

On the survey, over one third of students report that they have less than 1 hour a day with technology, which coincides with teachers' report of lack of technology and difficulty scheduling for limited access to the library and cart. As a result, with the exception of use of Smart Boards, students report little use of technology and applications. Table 4 relates students' report of their exposure to technology in their classroom.

Table 4: Student self report on frequency of use of common technology and software

	3 rd Grade			4 th Grade		
	Never Use	Use Sometimes	Always Use	Never Use	Use Sometimes	Always Use
Word	51	47	2	43	43	13
Power Point	72	25	3	30	49	21
Excel	88	11	4	83	15	2
Movie	78	20	2	81	8	12
Smart Board	11	54	36	6	67	33

Source: Local Student Survey

Students also overwhelmingly said that learning would be more fun with technology (93% of 3rd graders and 93% of 4th) which is in line with their enthusiastic engagement in its use in the classroom and lends credence to our expectation that, as the classroom becomes a technology rich learning environment, an increase in authentic engagement will contribute to an increase in student learning.

Technology Literacy Skills for Teachers

The teachers at Enterprise also have mixed skill levels in their technology literacy. Most have computers with Internet at home but some must rely on their district provided laptops. While

teachers are familiar with common productivity software such as Outlook, Word, and our electronic Student Information System, limited access to electronic programs at school precludes our ability to implement programs – much less become proficient with them. An increase in the availability of technology and concentrated inservice on its use will increase our mastery of technology literacy skills as demonstrated in Table 4, when Smart Boards were made available, teachers learned to use them and incorporated them into classroom instruction.

Scores on a recently administered ProfilerPro questionnaire revealed areas of need for professional development before project teachers effectively use technology with students. The overall average score for teachers was 2.3 (on a 4 point scale). While they felt good about their ability to implement procedures consistent with school policies and to use results from assessments to improve instructional planning, management and implementation of learning strategies, there were several areas showing need for training. Specific areas of need were identified to be:

- Develop a method for obtaining the additional necessary software and hardware to support the specific learning needs of students in the classroom. [1.75]
- Facilitate students' use of technology that addresses their social needs and cultural identity and promotes their interaction with the global community. [1.75]
- Participate in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technology resources that support enhanced learning for PK-12 students. [1.75]
- Advocate for equal access to technology for all students in their schools, communities, and homes. [1.5]
- Participate in technology-based collaboration as part of continual and comprehensive professional growth to stay abreast of new and emerging technology resources that support enhanced learning for PK-12 students. [1.75]
- Teach students methods and strategies to assess the validity and reliability of information gathered through technological means. [2]
- Guide students in applying self- and peer-assessment tools to critique student-created technology products and the process used to create those products. [2]
- Use technology resources to facilitate communications with parents or guardians of students. [2]
- Identify capabilities and limitations of current and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. [2]

These results describe teachers who have basic skills and abilities for using technology in their classrooms but who need professional development and the opportunity to implement and practice utilizing technology in order to become competent in developing and managing a technology rich classroom.

Enterprise Elementary is in a state of readiness for professional development opportunities to help teachers integrate technology into lessons. Based on the attendance numbers for building

and district level technology in-services teachers take advantage of whatever training they can get and several have taken technology classes on their own time during the summer months to increase their knowledge and experience in order to increase student engagement and ultimately student achievement.

Need for Assistance in Acquiring, Using, and Integrating Technology

Acquisition: Due to the extent of need for new and upgraded technology and very real budget limitations, it is currently not possible to increase the amount of technology available to students and teachers at Enterprise. Due to careful planning and budgeting over 5 years, Enterprise Elementary has been able to place Smart Boards in all rooms. However, many of the computers need to be replaced, the student to computer ratio needs to be decreased, and new technologies such as document cameras and new applications like SMART Sync cannot be purchased without assistance.

Utilization: Current technology is used, but due to lack of adequate training, is not used to its capacity either for classroom communication and data management or for instructional purposes. New technologies, of course can't be used if they are not present. Professional development opportunities are necessary to prepare us to use technology effectively and to serve as a resource for other teachers in our building and district. Opportunities for this kind of training are limited and the freeze on travel for training adds an additional obstacle.

Integration: The meaningful integration of technology for classroom instruction is especially exciting to teachers. Having researched technology rich classrooms, and having been introduced to project based learning, the teachers know the potential and power of TRC and have begun to implement basic principles in our classes. However, they realize that there is much more to learn before they can truly make a difference for their students and that reading occasional articles or attending 1 day trainings is not adequate for them to develop their skills to the extent that is needed transform into a 21st Century school.

VISION AND ACTIVITIES (TIMELINE & EVALUATION)

Vision statement:

Enterprise Elementary is a school ready for change. Most of teachers are products of the traditional system and have taught as they learned to in college and on the job. However, recent events, including extensive meetings and research to prepare this grant application have broadened the vision of what could be and what the teachers will dedicate themselves to do.

Today, if you walk into any given classroom at Enterprise Elementary, you will see students involved in teacher led whole group instruction. The students may be involved in responding as a whole group or one at a time. Questions asked, more often than not, are at the lower level of Bloom's Taxonomy. The students appear to be on task, but are not necessarily actively engaged or have ownership of their learning. In the corner of the room sit 2-4 computers that may or may not work. Encyclopedias may be available for research. Assignments given are standards based, and follow the district's pacing guides. Consequently, the joy of learning is lacking from both the students and the teachers. Teachers want to incorporate more technology, but scheduling available limited technology is a problem, whether the teacher wants to use the computer lab or the laptop cart. Another problem they face is that the software available on the laptops is newer

than what is available in the computer lab. This causes compatibility issues when scheduling causes the classes to use both sets of computers.

The vision is to transform the school from this traditional model to one where technology is used as a tool for instruction and, using it, students are authentically engaged in learning, find learning relevant and exciting, and through its use, are adequately prepared to work and live in the 21st century. The difficulty the teachers have experienced in facilitating students' learning of reading and other skills will lessen as reading is taught with stimulating technology and as it is meaningfully integrated throughout all classroom learning activities... both core instruction and project based learning.

In this transformed school, initiatives will be designed using research based practices. Instruction will build on the statement made by Michael Kamil regarding the benefits of infusing reading in all subjects and activities, "We know that reading skills are best developed when reading is taught all day in every content area rather than just limited to a specific reading class and we also know that good reading skills are critical to success in all content areas. Because today's students are highly motivated to read and write online they are more likely to take ownership of and value literacy." (Kamil, 2003)

Using the equipment and professional development opportunities provided by the grant, the teachers will facilitate students' development of their reading skills through the integration of reading into all content areas in a rich, project based learning environment. According to experts John Schacter and Cheryl Fagnano, "Applied effectively, technology implementation not only increases student learning, understanding, and achievement, but also augments motivation to learn, encourages collaborative learning, and supports the development of critical thinking and problem-solving skills" (Schacter & Fagnano, 1999).

The dream for Enterprise is for students to be fully engaged in projects in which they are responsible for their own learning. The teachers, acting as facilitators of this learning, will plan educational activities that are real, relative and authentic. Students may be collaborating on a project with students in England about a common book they have all read. The teachers pose a problem and both sets of students begin to converse, communicating across the Internet and working together towards a solution.

Using the flexibility of project based learning and the immediate feedback on student learning made available by technology, instruction in this environment is differentiated to meet individual student's needs. While students master skills at their own pace; a student with special needs types his writing while another group of students works on a PowerPoint describing their analysis of a cause/effect relationship they are exploring. Yet another group goes to Discovery Education to play a sequencing game. The students in another group work on a project of showing the difference between fact and opinion using digital cameras.

This classroom is a true 21st century learning environment where students and teachers are enthusiastic lifelong learners, collaborating with each other and other learners around the globe. The teachers and students share their knowledge, projects and experiences with other teachers and students as they are developed. Because of the use of engaging technology and a teacher

who guides and facilitates their learning, students are excited to come to school each day in anticipation of their newest project and, because of their love of the learning environment, student behavior problems are minimal.

District personnel use the TRC classrooms to learn how to implement constructivism and integrate technology into the instruction. Students showcase both their content knowledge and their technological skills to their parents and the community. Digital storytelling, commercials, PowerPoints and videos are a few of the ways that students will demonstrate their learning in forums including Parent/Teacher conferences, Family Night, Math/Reading Night, or with other classes.

This imaginary classroom will be possible in the future but it will take considerable changes that often don't come easy. Administration and instructional staff at Enterprise have taken the first steps – those of preparation for change. Conscientiously implementing a Technology Rich Classroom grant in a way that will transform the whole school as a 21st century learning center is the next step.

Professional Development

Professional Development for the teachers involved in the TRC grant will be crucial to its success and its ability to make the vision a reality. According to Emad Fatemi, “Lack of professional development for technology use is one of the most serious obstacles to fully integrating technology into the curriculum.” (Fatemi, 1999)

With the incredible amount of information on technology in education, constructivism, and other topics, self teaching is impractical as an already overworked teacher soon becomes overwhelmed and confused with even the results of a basic Google search. It is important to have a facilitator/mentor who can provide learning in manageable pieces that can be easily and effectively implemented. Having a TRC facilitator to fill that role will assure that the teachers have the knowledge and opportunities to succeed. With that success behind them, they will be eager to take the new knowledge to the classroom.

As a technology rich classroom implementation team, they look forward to joining and contributing to a vibrant and growing professional development community to continuously develop their skills. When they implement the TRC grant, they will truly be able to address the mission of Enterprise Elementary to improve student achievement by creating a safe atmosphere that nurtures talent, education, responsibility to self and others, pride in school and community, respect of others, and independence in a diverse environment. In doing this they will make the vision a reality.

Professional Development Activities:

Goal: Establish TRC classrooms as 21st century learning environments		
Activity:	Timeline:	Evaluation:
1) Purchase technology and software	April – June, 2010	Budget in Google docs/Purchasing records
2) Install technology and software in classrooms	June – Aug, 2010	Presence of technology Work orders

3) Set up classrooms as tech rich learning environments	June 2010 – August 2010	Presence of technology PD agenda Observation reports
4) Obtain Web 2.0 tools & collaborative resources for student use	June 2010 - Ongoing	PD agenda
Goal: Improve TRC teachers' technology skills and use of skills to enrich standards-based instruction		
Activity:	Timeline:	Evaluation:
1) Begin Altec TRC Professional Development activities	Administrators – April 2010 Facilitators – June 2010 DCC – Aug. 2010/Ongoing Teacher trainings – July 2010/Ongoing	Records of attendance
2) Establish TRC Professional Learning Community	Sept. 2010 – Ongoing	Presence of activity on TRC Ning
3) Attend quality conferences and trainings	Ongoing as available	Record of attendance
4) Develop and submit at least 2 project- based lesson plans per teacher per semester (1 to target an assessed indicator)	May 2011 May 2012	Presence on Ning as well as the District TRC site
5) Increase teacher skill level	Ongoing	ProfilerPro administered at end of year
Goal: Disseminate PD learning/program activity and progress to all audiences		
Activity:	Timeline:	Evaluation:
1) Announce receipt of grant to all publics	March 2010	Articles and press releases to district and community
2) Initiate building in-services and staff meetings by TRC teachers	Sept. 2010 - Ongoing	Record of meetings and training activities
3) Summer Training Session by TRC teachers	June or July 2011	Record of Meeting and Agenda
Goal: Monitor activities to assure success of implementation		
Activity:	Timeline:	Evaluation:
1) Obtain baseline data for TRC and non-TRC teachers in school	Aug – Sept. 2010	Teacher scores on Profiler Pro and other instruments Student performance records School survey results
2) Monitor implementation of project by Implementation Team to assure project success	April 2010 – Ongoing	Minutes of Implementation Team meetings
3) Monitor TRC teacher improvement	Sept. 2010 – Ongoing	DCC records Survey data
Goal: Students will increase reading skills through 21st century context and use of 21st		

century tools		
Activity:	Timeline:	Evaluation:
1) Establish baseline for reading skills	Aug. 2010	NWEA MAP scores
2) Reading instruction will be integrated in cross curricular learning activities and during core reading instruction	Aug. 2010 – Ongoing	Submitted lesson plans
3) Consistent Measures of NWEA MAP (2 more times a year)	Dec. 2010 and May 2011	NWEA MAP Scores
Goal: Students will increase competency with technology		
Activity:	Timeline:	Evaluation:
1) Students will receive instruction on specific hardware and software applications	Aug 2010 – Ongoing	Teacher lesson plans
2) Students use technology throughout year in project based learning ICT applications as tools for learning	Aug 2010 – Ongoing	DCC Observation results Teacher lesson plans

PERSONNEL

TRC Team Structure:

The TRC Team is comprised of two separate, mutually supporting teams. The district level Leadership Team will provide administrative support to the project and the Implementation Team will be directly responsible for all aspects of project implementation. Members of both teams are enthusiastic about the ability of the TRC project to support district and school goals for improving student achievement as evidenced by the statements of support that follow.

The Leadership Team is comprised of:

- Superintendent (John Allison)
- Assistant Superintendents for elementary schools (Greg Rasmussen and Alicia Thompson)
- Chief Academic Officer (Denise Seguine)
- Technology Director (Kim Davis)

The Leadership Team will provide oversight of the project and assist with overcoming problems, gaining visibility of the project and its progress among schools and within the community, and expanding the project as possible.

The Implementation Team is comprised of:

- Building Principal (Pam Stead)
- TRC Facilitator (Jenny Gridley)
- Teachers

- Reading Instructional Coach (Carol Dunne)
- Site Technology Specialist (Debbie Thompson)
- Data Collection Coordinator (Dr. Tara Gregory)

The Implementation Team will meet at least quarterly during the two years of the grant and will be charged to:

- Review and analyze data made available by the DCC
- Review and analyze data made available by ALTE C
- Review and discuss information gained through “informal channels”
- Outline remediation if deficiencies are found in implementation
- Assure that dissemination activities are used as appropriate
- Prepare and provide reports for the Leadership Team

To assure the successful implementation of the program the principal will oversee the timely and efficient implementation of the project. She will assure that equipment and software are purchased and installed, professional development time and support is available to TRC teachers, TRC teachers have time and support for working with non-TRC teachers, and that project assurances are met. In addition, she will make quarterly reports to the Leadership Team to apprise them of progress and needs.

Statements of Support:

District Commitment and Capacity

As Wichita Public Schools continues to seek new and effective ways of assuring student success and to prepare its students for the 21st century, the district sees Technology Rich Classrooms as an integral part of transforming instruction and improving student learning. Resources have been invested strategically in infrastructure to support and enable the implementation of technology rich instructional practices by having in place a 100 megabit per second Ethernet connection to the internet and expanding wireless access points to all district schools and support centers. Every classroom has access to the Internet, Microsoft Office software, the Kan-Ed portal, and United Streaming. A growing number of teachers also have access to the use of Smart Boards and student response systems. However, with over 100 schools, Wichita Public Schools has a long way to go before becoming a district that can adequately serve all students in technology rich learning environments. While final figures have not been determined, the current financial crisis will have a major detrimental impact on the ability of the district and individual schools to fully institute their technology plans and their acquisition of necessary technology will rely heavily on their ability to attract grants such as the proposed Technology Rich Classroom Project.

District staff at all levels know that effective technology use is much more than T3 pipes, wireless access, equipment and software. It is about the transformation of teaching practices that best meet the needs of the digital learners building upon the growing body of research based instructional practices and strategies identified to prepare students to be successful and productive as adults in an ever changing world. The selection of Enterprise Elementary School for this project was based in part on their need for immediate support but also on their ability to demonstrate to other schools in the district that the necessary transformation is not only possible, but will have a major impact on many of the barriers to education that the district continues to

face.

Recognizing the indispensable role of IT in the restructuring of schools to meet students' need in the 21st century, the Dept. of Instructional Technology was established in 2001 and charged with carrying out this transformation. Superintendent Mr. John Allison continues to provide unqualified support to the department. In his support of this proposed project, Mr. Allison stated:

“When I became superintendent of Wichita Public Schools this summer, I found a district that is committed to using technology as a tool to teach 21st century skills in 21st century learning environments. Enterprise Elementary school has made admirable strides toward this goal but very real financial barriers exist that greatly limit what can be done. To address the schools mission and to move toward the identified goals, it is critical that technology be present in classrooms and, more importantly, that teachers have adequate professional development opportunities that will prepare them to use it for maximum benefit of the students. The Technology Rich Classroom grant program is an exciting opportunity to address both of these pressing needs for the district.

“As superintendent, I fully support the proposed project and commit to supporting it as needed including working for the proliferation of technology rich classrooms throughout the district as funding is made available, communicating the progress and impact of the program to all interested parties, recognizing the accomplishments of TRC teachers and students, and supporting the use of TRC classrooms as demonstration sites for teachers' observation and learning.”

The Leadership Team for the implementation of the TRC project:

- Assistant Superintendents of Elementary Education (designated by the Superintendent) – Assistant Superintendents will assure (within district policies and abilities, and prevailing realities) that resources (human, material, and financial) are made available. In addition, they will be available to address barriers encountered during the implementation of the project and will contribute to the dissemination of project information to the superintendent, board of education, and various constituents.

Mr. Greg Rasmussen

- “As an Assistant Superintendent for Elementary Education, former Executive Director of Instructional Technology and KAL-Tech participant, “I’m well aware of the power of technology to positively affect learning for Wichita’s diverse group of students. I am pleased to give my full support to the Enterprise Elementary School Technology Rich Classroom Project.”

Ms. Alicia Thompson

- “As a past Executive Director of Staff Development and current Asst. Supt of Elementary Schools, I support Enterprise Elementary School in the Technology Rich Classroom grant. I fully support the idea of encouraging our schools to use technology as a tool to enhance teaching and learning. This is a great opportunity.”

- Chief Academic Officer serves on the District Leadership Team which is purposed to “provide leadership, support, and resources to schools to support educational needs of

each student, pr-kindergarten through adult.” Her support of the TRC project will be to assist with the analysis of project progress and to provide necessary resources. As a key person in district administration, she will provide visibility of the project both within the district and with key stakeholders including the board of education.

Dr. Denise Seguine

- Dr. Seguine, wrote her doctoral dissertation on project based learning and is a strong proponent of its broad implementation as an instructional practice. She is also an alumna of KAL-Tech where, in a stimulating environment of professional educators, she explored practical applications of theory into practical application. In support of the TRC project, she states, “The development of a rigorous standards-based curriculum is important but we know that for all learners to succeed, multiple opportunities and avenues for learning must be created. A technology rich classroom offers many such opportunities for all students to learn in the ways that meet their learning needs. I am pleased to support the Technology Rich Classroom Project and will do whatever is necessary to support the technology rich classroom teachers in helping all students succeed.”
- Executive Director of Instructional Technology will provide support to the project by assisting with the acquisition of hardware, firmware and software; assist with the development and provision of professional development activities, and will provide assistance in identifying technology integration resources and models for the project; and communicate and disseminate project progress and results.

Ms. Kim Davis

- As the former principal of dropout recovery centers for USD 259, Kim Davis, Executive Director of Instructional Technology, states “Students need to be engaged in school to be successful. Technology is a tool teachers, with the help of staff development, can use to engage students in active learning. The Technology Rich Classroom grant provides the opportunity to engage teachers through extensive staff development as well as making technology available.”

Implementation Team

- Building Principal will be directly responsible for the implementation of the project. She will comply with all assurances, will: provide venues for sharing among building, seek additional resources as necessary, assure adequate release time for project activities, assure the timely collection of evaluation and assessment data, assist facilitator with scheduling and other contact, and will be the first line of support when barriers are encountered. Principal will be responsible for providing consistent reports to the Leadership Team and requesting assistance as necessary.

Pam Stead

- I am pleased to be the current Principal of Enterprise Elementary in Wichita, KS. We have worked very hard the last 3 years to budget our money so we could increase technology for the students of Enterprise. The opportunity to be a part of the implementation team for this Technology Rich Classroom grant is very exciting for us and our school community. It is very important to me to offer a technology rich environment to the students at our building. Opportunities arise as we strive to make ourselves better and learn more to help our communities. I

believe this is one of those opportunities which will help our community become better prepared for the future that they are destined to live.

I began my career 25 years ago when there were not computers in our school or in my classroom and have had the exciting opportunity to watch technology grow in and out of my professional life for all of those years. I have spent my entire career in the Wichita Public Schools teaching various grade levels at several schools which include, Kindergarten, 1st, 2nd, 3rd, 6th and 7th grades. Each experience has been a new challenge and a new opportunity to help students become the best they can be. I then chose to pursue a career in administration and became an Instructional Coach and then Assistant Principal for 3 different district buildings. I now am serving my second school as Principal and have enjoyed each year in my current position.

I am excited and happy to support our students and staff as they pursue this fantastic opportunity. We are happy to serve as a demonstration site for our district and provide teachers a place to observe how technology can enhance and support students in becoming 21st century learners. We also are happy to be able to offer this exciting opportunity to our community to grow and become the best that they can be.

- TRC Facilitator will be responsible for all duties of the project facilitator as outlined by KSDE.

Jenny Gridley

- Jenny Gridley is an Instructional Technology Specialist with WPS. She earned her B. S. in Elementary Education, an M.S. degree in Curriculum and Instruction, and an ESL endorsement from Wichita State University. Jenny is currently completing her tenth year in education and has taught elementary school for six of those years. She brings not only practical classroom expertise but a deep knowledge and practiced ability with technology and technology integration that can be shared with the Technology Rich Classroom teachers and the entire school community. She has served as a TRC facilitator for four schools and brings that valuable experience to this project. As the project facilitator and instructional technology specialist, she lends an especially practical perspective to the project and work of the Technology Rich Classroom Leadership team. “As a former classroom teacher and grant facilitator for three previous Technology Rich Classroom grants, I know many effective strategies for implementing technology in the classroom and am excited to share them with the participating teachers. I have the ability and enthusiasm to help them grow as teachers and individuals. I am excited for the opportunity to participate on both the Leadership and Implementation teams to support this project.”

In the .5 time she is not facilitating this project, Ms. Gridley will be in her position as Instructional Technology Specialist in the Instructional Technology department of Wichita Public Schools. In that position, she assists classroom teachers across the district develop their computer and technology skills so that they can better promote increased student achievement through the use of technology. She provides the necessary information and resources through

trainings and consultation and draws upon her experience, education and training to devise and present professional development to TRC projects.

Facilitator schedule: The facilitator has 2 years of experience with implementation of TRC grants and has found the following schedule to be effective in providing .5 FTE to the successful implementation of the project.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>AM</i>	<i>4hrs on other FTE</i>	<i>4 hrs in teacher 1 classroom (helping support teacher; model; research; work with students)</i>	<i>4hrs of administrative work</i>	<i>4 hrs in teacher 3 classroom (helping support teacher; model; research; work with students)</i>	<i>4hrs on other FTE</i>
<i>PM</i>	<i>4hrs on other FTE</i>	<i>4 hrs in teacher 2 classroom (helping support teacher; model; research; work with students)</i>	<i>4hrs on other FTE</i>	<i>4 hrs in teacher 4 classroom (helping support teacher; model; research; work with students)</i>	<i>4hrs on other FTE</i>

TRC Teachers:

Enterprise is a school that is ready to fully implement technology rich classrooms, constructionist pedagogy including project based learning, and to embrace and implement the concepts of 21st century learning. As such, all teachers were eager to part of the TRC grant project. While this excitement has exciting implications for expansion of the project as funding can be secured, it was necessary to identify only 4. Teachers were carefully and purposefully selected for this project based on several factors including:

- Readiness for increasing the use of technology in their classrooms.
- Ability to share information with other teachers in the school and with other groups.
- Desire to target grades 3 & 4

TRC teacher profiles and statements of commitment

Diane Campbell – 3rd Grade

I am currently in my 28th year of teaching in Wichita. I have an elementary education and an elementary physical education degree from Wichita State University. I received my Masters in Curriculum and Instruction from Wichita State University. I have taught many different grade levels and spent seven years teaching adults, doing staff development for USD 259. I am back in the classroom and am excited to be trying out many new strategies. I have had many hours of training with various technology components, but since I was out of the classroom, I have not had the opportunity to put them into practice. I am very excited to be incorporating technology into our daily experiences and hope to further the comfort and knowledge of both my students and myself.

Denise Hanson – 3rd Grade

I am currently in my 5th year of teaching third grade at Enterprise Elementary School. Previously, I taught in the gifted program at Hadley Middle School for four years. I earned my Bachelor of Arts degree from Wichita State University. Prior to being in education, I spent ten years at Metropolitan Life Insurance Company Computer Center. working on peripheral devices

for the main frame computer. I like trying to incorporate technology into my students' learning but get discouraged when that technology doesn't work properly for various reasons. I'm looking forward to participating in this grant and having easy access to technology that works in my classroom.

Marlene Lyall – 4th Grade

I have a Bachelors of Science in Elementary Education and Master in Elementary Administration and have spent twenty-eight of my thirty years of teaching in parochial schools where technology for the students was limited or non-existent. Last year when I came to Enterprise Elementary School to teach fourth grade, I was introduced to not only new curricula, but also to new and more types of technology. I was given a laptop computer (which I had never had before) and there were three computers in my classroom that were aging but which would work slowly and periodically.

There was also a Smart board on the wall that I did not use for a semester because I did not know how to turn it on. I finally became comfortable with my laptop and would watch video clips from the district IT department on my computer to figure out the Smart board. Using that information, I taught myself how to use it and began including it in my lessons frequently. Since teaching myself was slow and laborious, and I know that I have only scratched the surface of the great potential, I am eager to be part of the TRC grant professional development that will support my technology needs. By receiving this grant, and participating with the other TRC teachers in the professional development, we can all address our technological needs and we can grow as a staff while helping each other.

We look forward to doing this sharing among ourselves and with other teachers in the building during our PLC or staff meetings. I would also love to be able to share what I learn with new teachers across the district before school starts so that they will not have to feel uncomfortable with technology like I did.

When I entered the district, technology was overwhelming to me because of my lack of training on how to use it and the lack of professional development on how to integrate it into my teaching of 4th graders. Since then I have taken a class on Beginning Smart board and Senteo Clickers. Even though I have not had the chance to use the technology as often and as effectively as I would like, it is important for me to continue to learn and use technology in my classroom. What I have learned so far is the incredible potential of technology as a tool for teaching and how much I need to learn before I can be truly effective in using it to prepare students for academic and life success. I would love to be able to take advantage of teachable moments as my students to have the opportunity to extend their knowledge, by immediately looking up answers to questions they ask such as: "did any scaffolding fall as they were carving Mount Rushmore?" and "how long did Rosa Parks stay in jail," instead of telling them to look that up later.

As well as wanting my students to improve their reading skills so that they can succeed in all subjects, I want my impoverished and special needs students to have the opportunity to just turn on a computer and use the Everyday Math Web site, so that they learn the multiplication facts as quickly as the other students who have internet at home. Then they, too, will feel prepared for the

state assessment. I want to give my students the opportunity to video themselves acting out math concept and showing them to other students, so that they will be able to remember the concepts better for the state math assessment. With this TRC grant, I will be able to differentiate my classroom instruction even more and keep the students engaged in learning through use of technology. I know that if technology has excited me as much as it has, I can only imagine what will happen to the students when they are able to start using it. I am excited about this grant so I can provide these opportunities to my students and other teachers so we can all work together to help students move into the 21st century world.

Sheri Cook – 4th Grade

I have a Masters in Curriculum and Instruction with an emphasis in integrating technology into the curriculum from Wichita State University. Eight years of my teaching experience were in Dodge City Public Schools as a third grade teacher and half of those years were spent serving as the school's technology person in addition to teaching. I also served as Adams Elementary's technology go-to person for two years. In my 21 years of education I have enjoyed finding ways to integrate technology into my students' day whether it was a Polaroid picture demonstrating a concept, online chatting with a class in California explaining tornado drills, or creating a PowerPoint. I feel very fortunate to be a part of a district that offers so many opportunities to learn about technology education and support for the classroom. I am thrilled to be a part of the TRC grant. I look forward to professional development and the excitement my students will bring to the classroom as we journey through the state standards with technology at our fingertips.

Debbie Thompson – Site Technology Specialist

I am very excited about potentially being a part of the implementation team for this Technology Rich Classroom grant. I have long been a proponent for integrating technology into instructional practice and allowing our students authentic learning opportunities. Almost 23 years ago I began my career at a Chapter One Elementary School that had the good fortune of being able to have a small pod of Apple IIe computers in each classroom. It makes me laugh now but having those computers and the real floppy disks were so high tech then. I have continually tried to stay close to the forefront of technology by taking classes and exploring on my own. I am now the Site Technology Specialist for Enterprise as well as an Instructional Coach. This has allowed me the time and the opportunity to integrate instructional strategies with technology.

My professional background encompasses several areas of education. I have been a Chapter I Math Lab teacher, a District Level Coach for five elementary schools, and a Teaching Specialist in the Elementary Math Department for USD259. I am now Past President of the Kansas Association of Teachers of Mathematics working as the Community Relations chair and the Program Chair for the 2010 State Mathematics conference. I am also a member of the State Standards Review committee looking over the National Common Core Standards. For USD 259 I have presented at numerous school and district level in-service trainings. Most recently I have participated in presenting some of the technology pieces at trainings for new USD 259 teachers. Because of this background in professional development I know I will be able to support the TRC grant teachers in presenting at our building as well as any district wide in-services. Our building will be able to serve as a demonstration site for our district and provide teachers a place

to observe where technology can enhance and support students in becoming 21st century learners and critical thinkers.

Carol Dunne – Reading Instructional Coach

As the Instructional Reading Coach for Enterprise for the past year and half I have spent many hours looking at our data and trying to think of ways that we can improve our reading scores along with our instruction. I have had many conversations with teachers where we have voiced concern that we do not want to teach to the test in order to make AYP and improve scores. As a building we want to raise test scores while engaging children in authentic learning. When I heard about the possibility of being part of the TRC grant I was excited at the thought of it. This type of technology integration with project based learning is the type of thing we have sought after. This is the kind of education that our children deserve here at Enterprise and I believe the type of education that will raise test scores as well as educate our children in authentic learning that will impact them for their entire lives.

Before having the opportunity to come to Enterprise I have had many other experiences in education. I have worked as a special education teacher, classroom teacher and librarian in three different districts. The technology available in many of those places was limited. In fact, in one district only a few years ago I didn't even have email. There was one computer in the lounge for all the teachers to share. When I came to Wichita from that district I felt very much behind the curve. I feel like I have been playing catch up the whole time. This is a feeling I do not want for the children of Enterprise. It used to be that teachers and parents biggest concern as children went through school was, "How is my child doing at reading?" While still a very important question I believe the question we have to ask for our children at Enterprise is, "What lifelong skills are we giving these children and have we prepared them to work in a 21st century environment with 21st century skills?"

I will continue to have conversations with my teachers about how we can make Enterprise a place where we are teaching children and not just to the test. As a building we are looking forward to TRC being a part of that process.

Data Collection Coordinator:

To ensure that observation and other evaluation data is objectively gathered and is accurately descriptive of program process and outcomes, the project will utilize a third party evaluator as the Data Collection Coordinator (DCC). For this purpose, the Center for Community Support and Research (CCSR) at Wichita State University will serve as the DCC for the TRC project.

CCSR was selected to provide the DCC for the project based on their broad background and extensive experience with evaluation and research, and their ability to provide support for program implementation. The agency commonly partners with communities and organizations to strengthen services through education, leadership development, facilitation, and research. CCSR has helped strengthen individuals, communities, and organizations for more than 25 years and has an established, proven track record for conducting community and organizational-based research including gathering data from a variety of non-traditional research participants. CCSR's interdisciplinary staff has a strong history of success supporting numerous organizations, nonprofits, schools, coalitions, and government entities each

year and plays a key role in innovative and effective research and capacity building collaborations that make communities and organizations better.

Consistent with contemporary approaches to community and organizational-based research and evaluation, CCSR is recognized nationally for using research and evaluation methods that are most appropriate to address given research questions while also collecting data to assist organizations and communities build their capacity. These research and evaluation-based methods include:

- Program evaluations to determine if activities have desired impact(s)
- Telephone, mail, and web-based surveys
- Observations of after-school and school settings, and
- Focus groups to gain input from key stakeholders

Tara Gregory, PhD, Research and Evaluation Coordinator for CCSR, will serve as the primary contact for data collection for the project. Dr. Gregory has an extensive background in behavioral observations in both school settings and with afterschool programs, and has more than 20 years of experience in youth development. She will supervise a CCSR Research Associate who will be specially selected to provide direct services to the project based on their ability to meet the project's required qualifications. Both staff will attend TRC trainings and Dr. Gregory will oversee data collection, the filing of required reports, and will serve as the primary liaison for the project.

The DCC will participate in a one-day coordinator training conducted by ALTEC to review evaluation protocols and procedures, including classroom observation instruments and protocol and surveys of stakeholders (students, teachers, facilitators, administrators). As part of the data collection process, the DCC will be responsible for:

- Scheduling and completing six 30 to 40 minute observations in each of the TRC classrooms and in the control classroom during instruction in the content area of focus (Reading). Given the number of classrooms involved (4 TRC classes and 1 control class) and the number of observations needed at each classroom (6), a total of 30 observations will be made. The DCC will complete observations in accordance with the schedule proposed by ALTEC. Observational data will be sent to ALTEC for data analysis.
- Administering surveys to 1) students, 2) teachers, 3) facilitators, 4) administrators that have been developed by ALTEC. Surveys will be administered electronically (for teachers, facilitators, administrators), or in group paper-pencil version (students) as recommended by ALTEC. The DCC will work with the project facilitator and the building principal to resolve any issues of administering electronic surveys. Survey data will be sent to ALTEC for data analysis.
- Meeting with the Implementation Team quarterly to review all data, anecdotal information on implementation and observations of project impact, and to provide input on any modifications that are found to be necessary.

In addition, the DCC will participate as necessary in ongoing support provided by ALTEC through monthly conference calls and on-line resources. Finally, the DCC will work closely

with USD 259's program staff to ensure appropriate and timely data collection and necessary feedback to administrators, teachers, and other stakeholders.

DISSEMINATION AND COMMUNICATION

Through the diligent implementation of the TRC grant, Enterprise Elementary teachers expect to develop their skills as facilitators of learning in a 21st century technology rich classroom and to be able to promote and proliferate TRC philosophy, research, methods and impact to various publics including classroom teachers, district administration, the Board of Education, parents, business leaders, and the community at large. While the focus of grant activities will be on improving reading skills in the participating classrooms, all team members are acutely aware that this is also a demonstration project and that the lessons learned are very valuable in moving the culture of the district and the community that it serves toward embracing the integration of technology into instruction in order to better prepare students for life and work in the 21st century. It is therefore important that, as teachers master new technology and instructional methods, they share their experience and the outcomes of the project to the broadest possible audience.

As many concepts such as PBL and 21st century skills, facilitating student learning are relatively new in education and since the education system has not demonstrated an ability to readily embrace and inculcate new concepts and methodologies, it is important to maximize the state's investment in the Technology Rich Classroom Projects by employing an "each one teach one" model of diffusion of innovation. To play their role in disseminating information and helping to establish a broader and deeper understanding of the power and potential of technology rich classroom concepts among educators, families, community decision makers, and the general public, teachers in Enterprise will make themselves available as demonstration sites and will share their knowledge in several ways including:

Activity:	Timeline:	Person Responsible:
Facilitator will assist teachers in the set up of their technology rich classroom, allowing the teachers to learn how to manage and maintain the equipment provided by the grant.	Summer 2010	Facilitator and teachers
PD with facilitator to develop a parent and staff PowerPoint that explains the Technology Rich Classroom grant.	August 2010	Facilitator and teachers
Share TRC PowerPoint with staff during an in-service and with parents during the schools Open House event.	August 2010	Teachers

Develop staff development to inform building staff about the power of Project Based Teaching and the ability to evaluating websites for teachers and students share this learning information during September in-service.	September 2010	Facilitator and teachers
Prepare and assist in an in-service for Enterprise Elementary teachers on using blogs as a reflection tool in many curriculum areas as well as a way to help strengthen students' ability to identify the best retelling.	October/November 2010	Facilitator and teachers
Teachers will share during a district Principal's Meeting, informing principals about the technology rich classroom grant and how the grant activities can impact test scores and student motivation.	October/November 2010	Teachers and Principal
The school district's Media Production Department will video students engaged in project based activities. Video will be aired on local cable access channel for viewing by district personnel and the general public. Video will be archived for future trainings.	December 2011	Facilitator and Teachers
Staff development on how to use Microsoft Movie Maker in the classroom. Present students retelling movies during a Reading/Math Night for parents and community members.	January/February 2011	Teachers and Principal
Apply to present at state	January/February 2012	Facilitators and Teachers

technology conference (MACE)		
Invite Wichita State Education majors to observe in the TRC's.	March 2012	Principal and Facilitator
Invite the community to come for visitations of TRC's. Students make a presentation to the Board of Education on how being in a TRC classroom has impacted their education.	April 2011	Facilitator and Principal
Students present a Technology Fair and invite other classrooms to attend as well as parents and staff. Invite Media Productions to video students and have it aired on the district cable access channel and used as a point of pride for both schools.	May 2011	Teachers and Facilitator
Post items, projects, and student samples on the districts Technology Rich Classrooms web site. Web site will be promoted at all Staff, District, and Community events.	Ongoing throughout the year:	Teachers and Facilitator
Create a blog for the TRC grant classes as a way for students to communicate and share ideas, success, and needs.	Ongoing throughout the year:	Teachers
Use the TRC Ning site to help build a learning community within the TRC schools and non-public school as well as with other TRC participants throughout the state.	Ongoing throughout the year:	Teachers and Facilitator

